



# Acting Learning Journey

## OCR GCSE in Drama

Post-16 Options:

- A-level.
- BTEC.

### Component 4 revision for a mid-May exam

- Practical revision techniques (acting)
- Written revision
- Mock paper practice papers

### Component 3

- Exploring and learning 2 extracts from a script
- Writing a 2000 word proforma, answering 4 questions on your choices

### Component 4 Section A and B

- Practically exploring the set text of Blood Brothers
- Writing practice answers for Section 's exam
- Watching a second piece of live theatre
- Writing practice answers for Section B .

YEAR  
**11**

## OCR GCSE in Drama

YEAR  
**10**

### Component 1- 2 and 3 mocks

- Decision to work as performer/designer.
- Research and practical exploration of genres/practitioners.
- Practically exploring different texts
- Mock portfolio writing and concept proforma writing

### Practitioner workshops

Students will be introduced to a range of practitioners' practices and will devise in the style of each pioneering theatre practitioner.

### An introduction to Component 4

- Viewing a piece of live theatre
- Critiquing and formulating arguments for the evaluation.

### Component 1-2 30% of GCSE

- Research and practical exploration of genres/practitioners.
- Practically exploring different texts
- Creating a 20-page portfolio

## Development in Acting

### Presenting and performing texts:

- Pupils will be tasked to perform an extract from a Mark Wheeler TIE play which has clear and educational intentions

### Page to Stage- Woman in Black:

- This unit gives students an insight into the theatrical industry where novels are turned into scripts
- Students will use extracts from a gothic horror novel and will create their own interpretation of it
- Students will also be introduced to Antonin Artaud's Theatre of Cruelty here

### Devising From a Stimulus:

- Pupils will explore a choice of stimuli.
- Students will devise a performance based around their chosen stimuli, using a variety of performance conventions
- Students will be introduced to style here and will explore non-naturalism

YEAR  
**9**

## Style, Semiotics and Genre

YEAR  
**8**

### Tim Burton's Robot Boy (devising)

- Pupils will explore the poem and the social issues it raises through an array of performance conventions, to give them a foundation of drama skills
- Students will devise a performance based around the theme of feeling like 'the other' in society.

### Presenting and performing texts (exploring the semiotics)

- Students will study Judith Johnston's Scary Play.
- Here they will explore how to create and maintain vocal and physical. characterisation, whilst creating meaning. Students will explore non-naturalism too.

### Devising and exploring style and genre

- Pupils will explore a different form of artefact (Jorja Smith's Blue Lights) and create three pieces in the style of Brecht and Stanislavski.

## Messages and Meaning

YEAR  
**7**

### Presenting and performing texts:

- Pupils use an existing script (*Matilda*) to explore and experiment with how to use pitch, pause, pace, tone, inflection and accent, in addition to the physical characterisation skills
- to create, communicate and sustain a clear character.

### Silent films, Slapstick and Mime

- Students will be introduced to the three forms of mime and creating slapstick comedy, using influences of Charlie Chaplin
- The focus will be on physicality, as students will need to tell a story through their body only.

### Introduction to Acting:

- Pupils create a **devised** piece to send messages about the refugee crisis.
- Basic performance conventions are taught such as thought tracking and still images.